



# Shrewsbury Public Schools

Office of Special Education  
Pupil Personnel Services  
15 Parker Road, Shrewsbury, MA 01545

Melissa Maguire, Director  
Special Education and Pupil Personnel Services

Phone: 508-841-8660  
Fax: 508-841-8661

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## Special Education ~ Related Services Report to the Shrewsbury School Committee December 14, 2011

### Introduction

Related services help children with disabilities benefit in order to access their educational program. Related services can include, but are not limited to, any of the following:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical therapy
- occupational therapy
- counseling services, including rehabilitation counseling
- orientation and mobility services
- school health services and school nurse services
- social work services in schools
- parent counseling and training
- augmentative communication

Federal Law – IDEA (Individual with Disability Education Act) specifies the requirement of a child's related services in his or her IEP. This appears at §300.320(a)(4) and stipulates that each child's IEP must contain:

(4) A **statement** of the special education and **related services** and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section... [§300.320(a)(4)]

IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child's special education and related services needs, whether or not those needs are commonly linked to the disability category in which he or she has been classified.

It is the IEP team's responsibility to review all of the evaluation information, to identify any related services the child needs, and to include them in the IEP. Goals are written for a related service just as they are for other special education services. The IEP must also specify with respect to each service:

- **when** the service will begin;
- **how often** it will be provided and for what amount of time; and
- **where** it will be provided. [§300.320(a)(7)]

## Speech and Language (SLP) Services

Speech-language pathology services are provided by speech-language professionals and speech-language assistants, in accordance with state regulations, to address the needs of children and youth with disabilities affecting either speech or language.

IDEA defines this related service at §300.34(c)(15) as:

(15) *Speech-language pathology services* includes—

- (i) Identification of children with speech or language impairments;
- (ii) Diagnosis and appraisal of specific speech or language impairments;
- (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

### **Speech Language Pathologists Role and Responsibilities:**

Speech and language services can be delivered in three different educational environments as delineated on a student's IEP (Individual Education Program) as follows:

1. Consultation to the classroom, other providers, and parents;
2. Direct service within the regular education classroom;
3. Direct service outside of the regular education setting either individually or in a group.

In addition, students who are enrolled in private schools or who are not school age (Prek through K) can receive “walk-in” services based on an Individual Education Program.

The speech and language pathologists have responsibilities in the following areas:

- Play a major role on the early intervening team.
- Write goals and objectives for the IEP.
- Complete evaluations for eligibility determination and for re-evaluation.
- Provide consultation on a weekly basis to classroom teachers and assistants to discuss how to carry over communication strategies in the regular education environment so that learning can occur within the classroom and generalization of skills is addressed immediately.
- When the SLP provides speech/language therapy services in the classroom, the classroom teacher and/or assistant is often made a part of the therapy session so that strategies can be demonstrated.
- Strategies and methodologies are modified as needed and communicated to the TEAM for immediate implementation.
- Specific programs that are worked on with the therapist outside of the classroom are explained and demonstrated to the classroom TEAM and any aspects of the program that can be carried over to the classroom environment are done so on a consistent basis.
- The SLP ensure that student specific paraprofessionals working with student in the ELC with discrete trial programming, understand how best to implement meaningful, functional communication activities within the regular education curriculum that carry over discrete trial programming skills to address generalization.

### **Speech and Language Pathologist Assistant (SLPA) Role and Responsibilities:**

The Speech-language pathologist assistant carries out all programs developed by the speech-language pathologist. They provide services both in the classroom as well as out of the classroom. They assist with preparing the educational materials needed for the various programs as well as for the classrooms. They provide coverage for TEAM meetings and during periods when students are being evaluated.

The SLPA is supervised weekly by the SLP working with students and implementing programs and given feedback on their performance.

### **Speech and Language Pathologist Caseload:**

The service range includes students that require speech and language service in the following areas or disability category: Students on the Autism Spectrum, severe communication disorders, developmental delay, hearing impairment, articulation, no communication, no language, apraxia, non-verbal, social pragmatic disorders, fluency, written language, Central Auditory Processing Disorder, severe language delays, voice modulation.

### Service Delivery and Caseload Information

Building	FTE Per Building	Total # of Students	Total # of Direct Service Hours Weekly * Hours do not include lunch, daily prep period, meeting attendance, participation in EIT (Early Intervening Team), supervision for SLPA's, classroom general consultation, social skills groups, or testing hours	
Parker Rd & Wesleyan Terrace	<b>3.3</b> Patty Quinn Maria Grimshaw Jackie Marcello Arlena Boyle	57	Consultation Classroom Out of classroom	14.75 11 48.5 <b>Total 74.25</b>
Beal	<b>1.6</b> Susan Bastardo Darcy Messineo Jenn Tremba (SLPA)	45	Consultation Classroom Out of classroom	7.25 10.5 24 <b>Total 41.75</b>
Coolidge	<b>1.0</b> Joan O'Brien	26	Consultation Classroom Out of classroom	4.5 8.5 12 <b>Total 25.00</b>
Floral	<b>2.0</b> Ellen O'Leary Lynn Beauregard Jenn Tremba (SLPA)	64	Consultation Classroom Out of classroom	14.5 1.5 39 <b>Total 55.00</b>
Paton	<b>.8</b> Debbie Friedman	29	Consultation Classroom Out of classroom	0 6 10.5 <b>Total 16.50</b>
Spring	<b>1.0</b> Rebecca Bedard Allison Figueras-Smith	35	Consultation Classroom Out of classroom	3.5 9 14 <b>Total 26.50</b>
Sherwood	<b>2.4</b> Sharon Wade Gillian Litchfield Robin Lambert (SLPA)	63	Consultation Classroom Out of classroom	6.75 18.25 24 <b>Total 49.00</b>
Oak	<b>2.0</b> Adele Hamilton Lori Arnold	60	Consultation Classroom Out of classroom	3 20.5 26.75 <b>Total 50.25</b>
SHS	<b>1.6</b> Deborah Quinn Jackie Marcello Jen O'Leary (SLPA)	37	Consultation Classroom Out of classroom	4.4 17.5 15.75 <b>Total 37.90</b>
<b>Total</b>		<b>416</b>		<b>Total 376.15</b>

### **Department Goals:**

1. Continue to provide services for students across age and ability levels in the least restrictive environment using evidence-based practices.
2. Continue to function as an integral part of a special education team advocating for appropriate inclusive services for all students.
3. Continue to consult with regular educators and parents regarding the needs of students with communication impairments and the appropriateness of speech and language services.
4. Continue to develop professionally through various continuing education opportunities – to maintain licensure and certifications and to keep up-to-date with new information in the field.

### **Occupational Therapy (OT) Services**

IDEA defines this related service at §300.34(c)(6):

- (i) Means services provided by a qualified occupational therapist; and
- (ii) Includes—
  - (A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
  - (B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
  - (C) Preventing, through early intervention, initial or further impairment or loss of function.

### **Occupational Therapist Role and Responsibilities:**

Occupational therapy services can be delivered in three different educational environments as delineated on a student's IEP (Individual Education Program) as follows:

1. Consultation to the classroom, other providers, and parents;
2. Direct service within the regular education classroom;
3. Direct service outside of the regular education setting either individually or in a group.

Occupational Therapy is a related or support service provided to students on IEP's or 504 Accommodation Plans. The goal is to ensure student access to educational curriculum and environments. In occupational therapy terms, ensuring access means helping students attain optimal occupational performance in their student roles.

This can be achieved through the following four approaches:

- Pull-out services (in a therapy room) which engage the student in purposeful and preparatory activities to learn a fine motor or perceptual motor skill required in the classroom.

- Inclusion services for practice and generalization of learned skills in the context in which they will be used, making the skills meaningful and occupational.
- Designing adaptations and modifications that allow a student to participate in natural educational environments and activities.
- Consulting and collaborating with the teachers and other service providers through the RTI (Response to Intervention) process to design appropriate classroom-based sensory and motor interventions so that the student can learn best in the least restrictive environment.

Responsibilities also include:

- Conduct assessments, which include standardized testing, clinical observations and interviews with teachers/parents.
- Provide direct and consultative OT services
- Provide adaptations and modifications to materials and environment to enable students to access the curriculum
- Supervise COTA's
- Provide in-service training to teachers, support staff and parents
- Attend team meetings
- Documentation of direct services, progress reports, writing IEPs

Students are served from the ages of 3 to 22 in the Shrewsbury Public Schools as well as home-based students. For students who receive additional home services through their insurance programs, the OT will collaborate with the in-home providers through a consultation model. For students in the high school life skills program the OT may also visit job sites to consult on modifications and adaptations that may be required.

Eligibility for occupational therapy services is determined through an assessment process. This involves standardized testing in the areas of fine motor skills, perceptual motor skills and sensory processing, along with clinical observations of the student in the classroom and other school environments, and consultation with the child's teacher and parent as needed.

A parent, teacher or other team member can refer students. An initial OT screening helps determine the need for further assessment, or classroom intervention provided through consultation in the RTI model.

### **Occupational Therapist Caseload**

The service range includes students that require occupational therapy service in the following areas or disability category: Down syndrome, Dysgraphia, Developmental delay, ADHD, Chronic lung disease, Non verbal learning disability, Specific learning disability, Autism, Asperger syndrome, Neurological impairment, Cerebral Palsy, Hemiparesis, Cognitive impairment, Genetic disorders, Sensory processing disorder, Social-emotional disability, Anxiety disorder, Multiple congenital anomalies, Noonan's syndrome, Potocki-Lupski syndrome, Agenesis of the corpus callosum, Developmental coordination disorder.

There are 3.4 Occupational Therapists and 2.4 Occupational Therapy Assistants who provide services across the district.

<b>School</b>	<b>Service Provider</b>	<b>Total # of Students Served</b>	<b>Total # of Hours Weekly</b>
Parker Road	Loubaina Buxamusa Laureen McGourty Deidra Lincoln (COTA)	30	37
Beal	Loubaina Buxamusa Deidra Lincoln (COTA)	15	21
Spring Street	Miya Hanna Sharon Dowd (COTA)	18	14
Paton	Miya Hanna Sharon Dowd (COTA)	11	10.25
Floral	Miya Hanna Gina Ruggieri Susan Delorme (COTA)	30	20.25
Coolidge	Gina Ruggieri Deidra Lincoln (COTA)	18	14.6
Sherwood	Miya Hanna Sharon Dowd (COTA)	7	6.4
Oak	Gina Ruggieri	5	4
High School	Laureen McGourty Susan Delorme (COTA)	4	2.5
<b>Total</b>	<b>5.8</b>	<b>138</b>	<b>130</b>

\* Hours do not include lunch, daily prep period, meeting attendance, participation in EIT (Early Intervening Team), supervision for COTA's, classroom general consultation, or testing hours

### Physical Therapy (PT) Services

IDEA defines physical therapy as “services provided by a qualified physical therapist” [§300.34(c)(9)]. These services generally address a child’s posture, muscle strength, mobility, and organization of movement in educational environments. Physical therapy may be provided to prevent the onset or progression of impairment, functional limitation, disability, or changes in physical function or health resulting from injury, disease, or other causes.

The purpose of physical therapy services in the public schools is to ensure that students can safely and affectively access their school curriculum. This includes participation in activities in and out of the classroom including recess and in PE (Physical Education) or APE (Adaptive Physical Education) classes. It is also designed to ensure that students are as functionally independent as possible within the school building.

The service range includes students that require physical therapy service in the following areas or disability category: genetic degenerative disease, Down Syndrome, Autism, developmental delay, hypotonia, Cerebral Palsy, orthopedic issues, and rare genetic disorders.

School	Number of Students Receiving Direct Services
Parker Road	13
Beal	9
Coolidge	1
Paton	1
Spring Street	3
Floral	5
High School	4
<b>Total Number of Students Served</b>	<b>36</b>
<b>Total Number of Contract hours</b> Peggy Fishkind	<b>32</b>

## Other Related Services

The following definitions have been taken directly from IDEA

### Psychological Services

IDEA defines this related service at §300.34(c)(10):

- (i) Administering psychological and educational tests, and other assessment procedures;
- (ii) Interpreting assessment results;
- (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- (vi) Assisting in developing positive behavioral intervention strategies.

### Counseling Services

IDEA defines this related service at [§300.34(c)(2)]

- (2) *Counseling services* means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

### Orientation and Mobility Services

IDEA defines this related service at §300.34(c)(7):

- (i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
- (ii) Includes teaching children the following, as appropriate:



- (A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
- (B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;
- (C) To understand and use remaining vision and distance low vision aids; and
- (D) Other concepts, techniques, and tools. [§300.34(c)(7)]

### **School Health Services and School Nurse Services**

IDEA defines this related service at §300.34(c)(13):

(13) *School health services and school nurse services* means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

### **Interpreting Services**

IDEA defines this related service at §300.34(c)(4):

(4) *Interpreting services* includes—

- (i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and
- (ii) Special interpreting services for children who are deaf-blind. [§300.34(c)(4)]

### **Audiology**

IDEA defines this related service at §300.34(c)(1):

- (i) Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- (vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification. [§300.34(c)(1)]

### **Parent Counseling and Training**

IDEA defines this related service at §300.34(c)(8) :

- (8)(i) *Parent counseling and training* means assisting parents in understanding the special needs of their child;
- (ii) Providing parents with information about child development; and
- (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

## Transportation

Transportation is included in an eligible child's IEP if the IEP team determines that such a service is needed in order for the child to benefit from his or her special education. The term has a specific meaning. IDEA defines *transportation* as:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. [§300.34(c)(17)]

## Summary

Shrewsbury Public Schools provides a full complement of related services in order for students to make effective progress towards their goals. The goal of each service is to increase the level of independence accessing educational programs as well as activities that are meaningful throughout a student's life. Related services are an integral part of developing a student's Individual Education Program and working collaboratively with all educational service providers.